TI 0831 Write Effective Learning Outcome
Belinda Jin

The workshop, Write Effective Learning Outcome highlighted the importance of understanding the purpose and structure of writing effective learning outcomes. We explored various strategies for crafting clear and measurable outcomes, emphasizing the crucial alignment between course objectives, activities, and assessments. This session shed light on the difference between what instructors aim to teach and what students need to learn, urging us to focus on learning outcomes that are demonstrable and measurable.

One of the key takeaways was the significance of clarity in writing learning outcomes. Instructors often concentrate on what they plan to cover rather than on what students should be able to do with that knowledge. By rethinking my approach after attending the session, I plan to focus on what learners should demonstrate. For instance, using the formula of audience (A) + behavior (B) + content/condition/criteria (C) ensures that learning outcomes are specific, measurable, and clearly aligned with the course objectives. This shift from a teacher-centered approach to a learner-centered design is particularly beneficial in online learning environments, where clarity and transparency are critical for student success.

One of the most valuable insights was the breakdown of learning outcomes into three essential domains: knowledge, skills, and attitudes/values. By categorizing outcomes in this way, I can design courses that focus not only on theoretical knowledge but also on the skills and attitudes necessary for professional success. For example, when designing learning activities in an online course, I will ensure that each activity targets a specific domain—whether cognitive, psychomotor, or affective. This holistic approach will help students develop competencies that extend beyond theoretical knowledge, fostering practical skills and ethical attitudes critical in real-world applications.

In practical terms, I intend to revise the learning outcomes in both my current and future courses to reflect the principles covered in the session. I will move away from vague outcomes like "understand" or "know" and instead use specific, measurable verbs that clearly articulate the desired learning behaviors. For example, instead of stating that "students will understand the principles of online course design," I will reframe the outcome as "students will be able to design and evaluate an online course using principles of instructional design." This adjustment will make the outcome more actionable and provide students with a clearer sense of what is expected of them.

The session also emphasized the critical role of alignment in course design. As an instructional designer, I already focus on aligning program learning outcomes with course outcomes, module objectives, learning materials, activities, and assessments when designing courses with instructors. In my teaching practice, I will ensure that all these components are directly tied to the learning outcomes. For instance, if the learning outcome is for students to demonstrate critical thinking, the assessment should not

merely ask them to recall information but should require them to analyze and synthesize information to draw meaningful conclusions. This alignment will ensure that students are assessed not only on their knowledge acquisition but also on their ability to apply and extend that knowledge.

Moreover, the session emphasized the importance of learning outcomes in promoting student autonomy. Well-written outcomes provide students with a clear road map for their learning, helping them take ownership of their progress. In my own courses, I will make learning outcomes transparent to students from the start and encourage them to use these outcomes as a guide for self-assessment throughout the course. This approach not only promotes metacognitive awareness but also helps students become more intentional in their learning.

In conclusion, the session provided valuable insights into the theory and practice of writing learning outcomes, which I can directly apply to my teaching and course design. By focusing on learner-centred outcomes, ensuring alignment between objectives, materials, and assessments, and fostering student autonomy, I can create more effective and engaging learning experiences that promote both knowledge acquisition and practical application.